

THIS NUMBER COMPLETES VOLUME I

# CHILDHOOD EDUCATION



Vol. I

June, 1925

No. 10

The Kindergarten from the Superintendent's  
Viewpoint *Frederick Maurice Hunter*

The Why of Present Day Education  
*Theda Gildemeister*

The Winsor Club Nursery School  
in Boston *Julia A. Hidden*

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Program of Thirty-second Annual  
Convention

PUBLISHED FOR  
INTERNATIONAL KINDERGARTEN UNION, INC.  
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# CHILDHOOD EDUCATION

The Official Journal of the  
International Kindergarten Union, Inc.

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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

A music page and articles on musical education will be prominent features.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.



## *To the Readers of Childhood Education*

**W**ITH this issue, CHILDHOOD EDUCATION completes its first volume—a volume which, in the judgment of our friends, has been full of inspiration, information, and practical help to those who are interested in the education of little children, making the journal a worthy official organ of the great organization of kindergartners by whom it is sponsored. To our loyal and generous contributors much of the success of this first year is due. To our subscribers, too, who have given their support to the uncertain first year of a new publication, much gratitude and appreciation should be expressed.

A second year should show a still more gratifying growth. No journal can grow without the steady coöperation on the part of all those who are interested in its purpose. If every subscriber will not only “stand by” herself, but will interest at least one other new subscriber, the ball will roll and gather to itself the circulation which is needed in order to carry the journal to its highest point of efficiency. Visions for the future include larger fields of usefulness, the home, as well as the nursery school, the kindergarten and the primary school, but such enlargement is dependent upon a firm foundation of circulation and financial support.

Will *you* help us to make our second year one of growth and assured success by constructive criticism of the journal, by personal effort for a larger circulation, and by your own contribution to its pages? Will you tell us what has proved most worth while to you? Will you suggest ways of making the journal more helpful?

Working all together, members of the I. K. U., members of the Primary Council, and all who are interested in little children, we shall soon have a publication which will be invaluable in the field of Childhood Education.

THE EDITORS.

# *The Kindergarten from the Superintendent's Viewpoint<sup>1</sup>*

By FREDERICK MAURICE HUNTER

*Superintendent of Schools, Oakland, California*

THE modern school system has a program. The kindergarten is a part of the organization for carrying it out and for attaining the objectives for the schools. We commonly think of it as a unit of school organization to bridge a gap between the freedom and natural conditions of home life in which the child has been nurtured and thus far brought up, and the more formal and institutional life and practices of the schoolroom.

As school work has tended to become more and more a part of life and not a separate world in itself, the so-called gap between home and school has become more and more imaginary. Moreover, the kindergarten, as it has attempted to live up to the ideals of its founders, has greatly influenced the practices of the schools. It has attempted to make its approach to the child's life and mind in a natural way. It has used the right psychology from its inception. It has used the project method with success. For many years it has used the most natural elements of child motivation. Its processes have long been socialized. It is informal. The children begin their school work by practicing coöperation and group effort. They learn by the try-out method how to organize activi-

ties. Ordinary school agencies and materials are used when they serve the purposes of individual and group growth—not otherwise. Tradition has governed kindergarten methods less than those in any other field of school work. The schools as a whole have profited by adopting the philosophy and methods of the kindergarten.

The modern American home would profit by setting up the same ideals and following them, but such an ideal is not possible of realization in our day. The responsibility remains upon the schools. They should do all they can to reach all the children of all the people with the type of program the kindergarten sets up. Its central doctrine is that education is life. The kindergarten subscribes to the pragmatic doctrine of universal education and of education as an ideal in itself. Yea, more—it puts them into practice. This is the first cross-section which the superintendent sees when he thinks of the kindergarten.

The superintendent next sees the possibility of expansion of the kindergarten field. If the kindergarten program is profitable, if it exercises wholesome influence in the field of school work as a whole, there is certainly a call for the extension of its principles and activities.

Kindergarten extension has usually taken place along three distinct lines. It has extended upward into the primary classes where there has been a tendency

<sup>1</sup> Address delivered at Cincinnati Meeting of Council of Kindergarten Supervisors and Training Teachers.

to socialize, to adapt kindergarten methods to regular classroom work, to develop informality of procedure, and the like. One of the evidences of this movement is the tendency to develop the so-called sub-primary classes. As the use of mental tests has made possible the classification of children in accordance with their capacity at a very early stage of their school life, it has been possible to attack the problem of retardation of first grade pupils by establishing special classes to handle children who cannot take the entire step from kindergarten to the first grade. This intermediate group has been called the "sub-primary." Following is a statement of the principles that govern its operation as developed in a system of schools where the sub-primary work has been found effective:

1. No sub-primary class should be organized unless the principal and teacher feel that this is desirable.
2. The sub-primary class can be in a separate room if there is sufficient number or can be a small group in the regular L-1 grade room.
3. The purpose of the sub-primary class is to give to pupils who are not yet able to do regular first grade work an opportunity to spend one term in that kind of training which may seem best to prepare these pupils to attack the regular first grade work the next term.
4. The sub-primary group is not a group for repeaters and no pupil should be placed in the sub-primary class who has already been in school one term or more.
5. The sub-primary group, wherever it is organized, should be selected on the basis of the teacher's best judgment, taking into consideration all of the child's abilities and characteristics. (While a mental test will be helpful, it should not be made the sole basis for the selection of such a group.)
6. The sub-primary group should be formed during the first month of the term. No pupils should be demoted into the sub-primary group after this first month. However, any pupil in the sub-primary group who shows the ability

to do regular L-1 grade work should be promoted at any time the teacher thinks best.

The second phase of kindergarten extension is the day nursery. This usually develops in factory and water-front districts where the population is largely foreign. The day nursery is usually composed of children from homes where both parents must work regularly in order to gain a livelihood. The institution is generally housed in a specialized plant. The children are from six months to three and one-half years old. Where the plan is well developed, there is a kitchen, a bathroom, a living room, and a ward or sleeping room. There may be a special yard or screened porch. There is in charge a custodial helper or practical nurse. The cooking and house-keeping are done by one of the home-making classes of the school. They actually learn the care of children by practice. A baby clinic, in which mothers are instructed as to the care of children, is usually operated in connection. If there is a junior high school in the neighborhood, the science class for girls may take charge rather than the home-making class from the home economics department. Such a science course is as follows:

#### I. The Baby's Care and Growth.

##### a. Purpose:

To understand the intelligent care of a baby.

##### b. Class activities:

If possible let each girl choose some baby known to her with whose routine she will acquaint herself and whose record of weight and growth she will keep. Reports from the individual girls may be gathered in a class scrap book.

##### c. Subject matter:

1. How the baby spends its time. The daily record can be kept on a dial marked to represent a clock face.

This should include: bath, hours of feeding and nature of food, sleep, outing, the baby's basket—what to include and why, the baby's clothes—different types and their uses.

2. How the baby's development is shown.

a. Increase in weight and length.

Graphs may be made from records of each baby and compared with the graph of an average baby.

b. First response to light and sound.

c. Increase in muscular strength and coordination.

1. Acts performed by a new born infant: breathing, crying, sucking, gasping.

2. Acts learned during first months of life: raising the head, sitting, standing, walking, handling objects.

d. Appearance of teeth.

e. First words and sentences.

3. How the baby grows and develops.

After the girls have recorded a series of observations of the individual babies, the information gathered in this way is used as a background for a study of growth.

a. Feeding.

1. Why regular feeding is desirable.

2. What constitutes a proper diet.

a. For a child.

b. For an older person.

3. How food is prepared for use by the body.

4. How food is carried to the cells.

b. Use of food to procure heat and work.

1. Why some foods are called fuels.

2. How the cells receive their oxygen supply.

3. Some of the substances which foods build

4. How the body grows larger.

5. Where the baby comes from.

a. Review the plant work of the seventh grade in order to revive the vocabulary (ovary, ovule, pistil, stamen, pollen); recall fertilization and care of the young.

b. How animals increase in numbers.

d. Standards of attainment:

1. Skill.

a. To give a healthy baby intelligent care, including feeding, clothing, and bathing.

b. To treat a sick baby properly until the doctor arrives.

2. Knowledge.

a. To understand the life processes of the baby upon which its cares depend.

b. To understand where the baby comes from.

II. Meeting Common Emergencies and Preventing Accidents.

a. Treatment.

b. Infections.

c. Common ailments.

Standards of attainment:

1. To prevent accidents in the home.

2. To equip a home medicine chest.

3. To treat common emergencies properly.

The third type of kindergarten extension is the junior kindergarten. This type of organization is operated much as the senior kindergarten but it is for younger children. It is also a development of the water-front or factory district. The teacher is a regular kindergarten teacher who usually works as an assistant to the regular teacher in charge of the kindergarten. In some cases the junior kindergarten carries day nursery features. In others it is merely an adaptation of the regular kindergarten program to children of three to four and one-half years of age.

All of these phases of kindergarten work are a part of the program for which the superintendent is responsible. The office of the superintendent looks to the kindergarten corps to properly develop them and carry them forward.

The third element in the superintendent's view of the kindergarten con-

sists of the relation of the superintendent's office to the choosing of kindergarten teachers. No kindergarten program can succeed unless teachers of high ideals, with a full conception of the principles governing the program of the schools, with lofty professional attitude and with specialized training for the work, be regularly chosen to kindergarten positions. This means that a merit system for the selection of teachers is absolutely essential. No personal or political elements should in any way be permitted to enter. A rating system for the selection of teachers should be set up. A teachers' committee, as a function of the superintendent's office, should have the procedure in charge. The application of the teacher should give a complete history of teaching experience, of general education, and of professional training. There should be submitted a full complement of names for reference, and a questionnaire asking each of these professional references to rate the principal qualities which constitute the good teacher should be sent to each of them. The teachers' committee should create a preferred list, at the time of the election of teachers, of those whose ratings both on experience and education stand highest. Selections for positions should come wholly from this preferred list.

In general, the education of the kindergarten teacher should be as broad as that of other teachers of the school system. If possible, she should have collegiate training. In addition, there should be specialized professional training of high order. The salary schedule of the school system should be so arranged that teachers who have collegiate degrees or secondary certificates may receive the maximum provided for any teacher in the school system. The

professional study program should also point toward the maintenance of a high professional attitude on the part of all teachers of the kindergarten staff.

Another responsibility of the superintendent's office with reference to the kindergarten is the physical plant. The kindergarten requires a specialized type of classroom. This should offer every facility for the development of kindergarten ideals and program but should not be so highly specialized that it will require a separate building or occasion an inordinate cost. The facilities of the room should be as homelike as possible, with a fireplace, a large bay window, abundant play space, cabinet and storage space for play apparatus, a small work room, separate toilets, and a play yard. An appropriate kindergarten suite is suggested below. This can be erected in the standard type of building adopted for the school system and affords virtually every facility which the kindergarten program requires:

#### KINDERGARTENS

Quotation from Building Standards for Oakland Public Schools:

The standard kindergarten shall be 22 feet wide and 45 feet long, including a cloak room, work room, and small toilet. There shall be a fireplace for electric heating, a bay window, special window lighting, outside and inside entrances, and opportunity for play space outside. (All data applying to the Standard Class Room shall apply to the Standard Kindergarten.)

(f) and (g) Provision is to be made for special lighting by increasing the window space.

(i) In addition to the door opening into the corridor, one or two French doors with door checks are to be provided, these opening directly on to play space, the play space being not less than 20 feet wide.

(1) Floors to be Oregon Pine covered with linoleum.



(p) The toilet room is to be fitted with modern porcelain open front non-absorbent seat of suitable size and have individual flush, flushing valve to be Sloan or equal. To have walls finished with Keene cement and tile floor.

(q) Work Room. The work room is to be fitted with small sink and drainboard, a one burner gas plate, a work bench, and a cabinet.

Provision is to be made in both kindergarten and first grade rooms for small lockers and drawers under the windows, and under blackboards and extending back into the work room or coat room.

The support of the kindergarten is the next problem which the superintendent must meet. In the State of California the organization of kindergartens is compulsory. Upon the petition of the parents of twenty-five children within one mile a kindergarten must be established. The State Law provides for a special tax to be levied upon the district for kindergartens. The estimate of the kindergarten budget for all kindergartens within the county is made by the county superintendent of schools. When thus approved, it is obligatory upon the tax-levying body to make levy upon the district for the sum required. This system has developed much progress throughout the state. Kindergarten enrollment has increased from 4600 in 1899 to more than 40,000 in 1922. The amount spent per child in average daily attendance upon the kindergartens of the state has increased from \$36.00 per pupil in 1904-05 to \$87.00 per pupil in 1921-22. The State of California school budget is distributed as follows to the various school purposes within the state: of each dollar spent for public school purposes, 53.9 cents goes to elementary schools; 39.9 cents to high schools; 6.6 cents for higher education; and, 1.6 cents for kindergartens.

Even though the kindergarten receives the lowest portion of any unit of the school organization, kindergartens are well developed. They are characterized by:

1. Well trained and professional-minded teachers.
2. Specialized classrooms well adapted to the kindergarten program.
3. A course of study well directed to accomplish the aims of kindergarten education.
4. Reasonably adequate equipment for carrying out the course of study.
5. Fairly adequate tax support provided by the tax levying authorities.

The superintendent seeks to develop unity of purpose and a coordination of the activities that lead to the accomplishment of his program. In a moderate sense the school superintendent must include the kindergarten in order to complete his program. In fact, the kindergarten sets the pace. To date the kindergartens of this country have met their responsibility well. They start the army of school children on their educational career with right methods and right ideals. Their influence is far-reaching, not only upon the children themselves, but upon the other units of school work. We are coming to work out in practice a pragmatic doctrine of education that will carry the kindergarten type of instruction to well nigh all classrooms of the school system. Consequently, the superintendent is called upon to support and promote the kindergarten program as a part of the accomplishment of his major purposes and the schools of America will undoubtedly give the world an example of the use of this effective unit of school organization which the history of education has not before seen.

# *The Why of Present Day Education<sup>1</sup>*

By THEDA GILDEMEISTER

*State Teachers College, Winona, Minnesota*

THE "why" of present day education is so dependent upon the past, its foothold, and so influenced by the future, which is always in the present as leader, that if we would know where we stand today and wish that tomorrow should ever "better what today has won," we must look for the reason of present day education in the harmonization of what has already been found good, with the vision, or gleam, that leads us on.

Having lived my early life in Illinois, near St. Louis, where often I saw the great Missouri river pouring its yellow waters into the main stream, and having spent the last two decades of my life in Minnesota, on the upper banks of that same main stream—the greatest river in the world—you will not wonder that I should find in the Mississippi an analogy to the evolution of present day social life. As is true in every analogy there will be inconsistencies in the details of the figure, but I hope you will disregard those if the general parallelism remains true.

That the "Father of Waters" had its source in northern Minnesota geographers were agreed, but the exact location of the source was long debated, for it began in a scarcely perceptible stream that repeatedly lost itself in its early meanderings and its lake-spreads until finally it carved for itself a channel

that could no longer be a matter of dispute. Similarly did social life begin, losing itself at times, but finally emerging in unequivocal society.

As we pass down the stream of social life from its primitive beginnings we note that, as in physical rivers, the stream bed widens and the waters become ever more and more complex as larger and longer silt-laden tributaries pour into the parent stream. And if with me you are willing to name one bank of this river of life Immaturity (or Infancy) and the other Adulthood, you will see why, as social life flows on, the distance from shore to shore steadily increases.

As human beings began to camp upon one of life's shores, and particularly as they gathered in groups and learned the joys of social life, they gradually became conscious of its deeper meanings and values. The more these were appreciated the more did these adults (for men became adults very early in those long past ages!) wish that the conventions, knowledge, and ideals which they loved and which stamped their group as individual should be perpetuated. Since single persons could not live forever and thus keep alive the coveted group ideals, and since new births were forever giving to the group those who knew naught of what the elders valued, and hence must be helped across the stream from immaturity to adulthood, it was natural

<sup>1</sup> Given at I. K. U. Convention, Minneapolis.

that the indefinite information accumulated should gradually be made more definite and even be built into systems of subject matter to be passed on to the immature.

As the stream of life flowed on and group after group of human beings—Orientals, Egyptians, Greeks, Romans, Central and Northern Europeans, English, Americans,—elected to encamp on its shore, each gave back to the stream all that it took, and more; and as each poured in its contribution, the stream bed necessarily widened. In consequence, the means employed for helping youth to cross from the bank of immaturity to that of adulthood had to keep pace with the changing contents of the stream of social life. These means parallel the methods evolved for crossing physical streams.

As I find in the Mississippi river, with its bed and banks and stream-contents, an analogy to the increasingly complex social life of which we are part, so do I find in the various means of crossing the ever-widening stream analogies to the various "methods" which society has employed for youth's comfort in reaching the bank of adulthood, and the great bridges, which are real feats of engineering skill, may very suitably typify present day scientific or formulated or "formal" education.

Perhaps in our present-day civilization we are more nearly at St. Louis, or below, in our stage of educational bridge building than we are at any other analogous point. We know we have not reached the end of the journey, and we are assuredly past the primitive, simpler forms of crossing used along the upper course of the stream. The present social stream is wide and deep; greed and graft and lack of high official integrity, class

and mass troubles, are the muddy waters of the Missouri that for a time are making it hard for the bridge builders to lay the great piers with accuracy, for the bottom of the stream can no longer be seen. Not far above, the Illinois river is pouring into our social stream some of the sewage of city life, complicating matters for the master workmen. Farther down stream, the Ohio river, intending to help the main stream with its contribution, has, however, failed to dig for itself a sufficiently deep and confining channel, so it frequently overflows its banks, doing more harm than good. The problem of what sort of bridge present-day education is or shall be is a weighty one!

The sort of bridge which present day education has built, or is building, must be governed by the same factors that control the building of steel bridges: (1) the stream to cross—its width, force, turbulence, spread in flood time, interference with traffic and so on; (2) the supports to be secured to carry the weight of the bridge itself as well as the "live load" that in passing across will continually shake its girders and their fastenings; and (3) the desired length of service the bridge should render.

Because today the social stream is wide and deep and the waters turbid and complex, the bank of Adulthood cannot be clearly seen from that of Infancy. The child can no longer step back and forth from bank to bank. To cross the stream means to embark upon a real adventure, and long and careful preparation for the journey is essential. Science and invention have advanced so rapidly and given so much to learn merely to keep abreast of the times; so much more to learn if one would com-

pete successfully with his fellows, in this age of great business and social competition; and still so much more if one wishes to be in advance of his times, or to lead, that unless a youth can quickly and accurately secure knowledge and wisdom by other means than merely that of direct experience, he will soon be out of the race and even lose his own place. That is, formal education must from now on be the larger part of youth's equipment for adult life.

From the informal education of earlier and primitive peoples, where everything learned was rich in meaning, we have passed through "tribal initiation," "recapitulation," "discipline," "socialization" and other types of formulated learning in European education to that of our own day.

To meet conditions, systematized education is in grave danger, as it always has been, of giving the learner mere forms—without meanings! And because meanings are so much more vital and eternal than are forms, we need constantly to be on the alert to see that meanings are obtained—obtained along with forms, because forms are absolutely essential, first, as means of retaining meanings and, second, for expressing meanings once secured. Because we are so frankly recognizing and squarely facing the dangers that accompany "formal" education, we are quite generally trying to get meanings behind the forms (symbols, habits, and images) which our youth are acquiring.

To get these valued meanings the tendency has been to go back to informal education. Hence, the progressive and even radical movements in education today deserve our commendation because, in spite of some faults, they are clearly actuated by the recognized need

of putting meanings into all that youth is learning. But here lies a new danger. This new danger is that young teachers (themselves a part of the young life which is crossing the bridge of education) may not realize that informal education alone will be too limited, meager, too immediate to prepare the learner to continue growing, that is, to live when the instrument selected by society for formal education, school, is left behind. Our children must do more than see meanings in their own immediate activities; they must learn how to extract meanings from forms which they have not themselves built up; they must be able to imagine and to put life into forms that were made before their birth—even thousands of years before, perhaps.

As said before, youth has so much to learn in our present complex life that there is not time to learn all by direct experience, even if all could be so learned, and it were wise so to learn it; and since youth must acquire rapidly, without interfering with wise inferring and clear vision, direct experience or informal education must be a part of the child's life, but in the analogy assumed, it is the "approach" to the bridge rather than the bridge itself. It is, however, true that the approach, like the bridge itself, must be longer and stronger the wider and more complex the stream becomes. In some cases the approach to a bridge must curve back and forth, to permit the gradual attainment of the bridge's elevation. The supports to this approach must be planted on a solid foundation—on the bedrock of experience and sense perceptions. The trestles must be made of and bolted together with finely tested steel—imagination, ideation, and association of ideas. To repeat, informal edu-



cation is not to be depreciated, but it becomes the very necessary approach to formal education.

The bridge itself, if it would serve its real function of helping the young more quickly, more easily, and more surely to gain their inheritance than they could if left to breast the stream unaided, must be "formal" education with its cables fastened firmly to the end towers whose foundation stones are three:

I. Power to think: that is, to analyze a situation into its essentials; to recognize truth; to get meanings quickly; and to generalize correctly from few cases.

II. Power to do: to apply truth to new situations; to exercise ingenuity, adaptability, flexibility and openmindedness; to disregard personal desire and prejudice in applying truth.

III. Power to think and to do in co-operation with others: to enjoy the like-mindedness of the group in which one lives; to lead or to follow as the need of the many requires; to reject undue profit if thereby a brother suffers; to recognize the *human equality* of those with whom one serves.

Up to this point, we have been thinking of the need of building a stronger bridge because we must take into consideration the increasing width of the stream of life and hence the greater length of the bridge, its "dead load," as bridge builders call it. Also, the bridge must not interfere with the flow of Life's stream and the traffic that must pass beneath it. We must now consider a third factor which controls the strength of a bridge, namely, the "live load" that must continually cross it, and hence the endurance of the bridge under this moving strain. Our figure of speech is still pertinent, for never before were so many persons believing

in the bridge of formal education as the best means of reaching the shore of adulthood with the ability and means of at once participating in mature life.

Increased population and compulsory education laws have multiplied grade attendance, but public faith in education, parent love and better economic conditions, youth's choice of a life work, business and social competition, and other factors have created undreamed of increases in high school and college attendance. That is, more cross the bridge of school and more are on it at the same time than ever before in the history of mankind. The plank over which one at a time crossed the stream near its source might be warped and "wobbly" but not so our modern bridge. It must be strong enough to carry its own great weight and also the ever increasing "live load" that passes from the shore of infancy to that of adulthood.

What must we do? We can go to bridge builders for an answer. When railroad men and capitalists were convinced, some twenty-five years ago, that better bridges and railroads, which could carry heavier loads with larger cars and hence stronger engines, would be an economy, they spent without stint to make their roads and bridges secure and ample—ample for future rather than for immediate needs alone. The increased school attendance is proof that the world is already convinced that education pays. We do not need a decade of experimentation such as railroad capitalists made, but, believing as we do that formal education is the bridge from youth to adulthood—yes, and more! from individuality to the brotherhood of all mankind and hence to man's immortality, we must do in education what the railroad owners did and are still doing.



Seven things that bridge builders did stand out, and the application of these in education is clear:

I. They took out all unnecessary curves in the road.

One illustration of this in education is found in our improved methods by which children learn to read. The curves of alphabet and syllable learning have been taken out. Even the delay caused by translating eye symbols into sounds has been reduced. From printed symbol to meanings is the shortened road.

II. They made more solid road beds.

We are feeling in education that teachers do better work when their methods are not accidental or merely intuitive but when these methods rest on a firm road-bed of good psychology, principles of education, and philosophy of life.

III. They spent generously for equipment. One railroad spent in a few years over twenty million dollars for better freight cars alone.

Education is paralleling this in its better buildings and equipment. Whereas about fifty years ago the court house and jail were the show buildings of the town, today with pride we point out to visitors our beautiful school buildings. And these are everywhere, not only in the county-seat, as court houses were.

IV. They raised standards or tests for steel and other materials used.

In this field we have made but a beginning. School subject matter is being submitted to tests of various kinds and the sort and the amount per grade are being standardized, but much more remains to be done.

V. The bridge builders standardized the parts of a bridge as well as the

materials used, so the bridge could be built in a factory at lowest prices, shipped in parts a long distance, and there assembled without error.

Teachers' manuals for various texts, and standardized tests for achievement, so that teachers everywhere can calculate their pupils' progress and rating, are somewhat like this work of the bridge builders.

VI. They divided labor so that different companies manufactured different designs of bridges at locations where these types could best be checked by daily observation of results.

A few colleges have done something similar, one specializing in science, another in classical learning, another in education, and so on. Normal schools within a state have sometimes done this, one emphasizing physical education, another rural work, another kindergarten, and so forth. In Los Angeles, different grade buildings are differently equipped to care for pupils who wish to specialize in household arts, science, fine art, manual training, etc., but the majority of United States schools have no division of labor of this sort.

VII. They employed experts, consulting engineers, more freely than ever before.

We see signs of this in education, for year by year more men of great ability are giving their lives to the cause of elementary education. Where formerly in an age there was but one Froebel or one Horace Mann, we now find a score of noted thinkers applying principles of education to the work of little children, making surveys, and revising educational administration, materials, and methods to fit the findings.

Briefly to summarize and to conclude, the "why of present day educa-

tion" is found in the needs of present day social life, and those needs are the outgrowth of the past coupled with the prophecy for the future. School-life, approached through direct experience, emphasizes systematic education as the bridge which must alike serve all, though it cannot serve all alike because the aim and meaning of life for each individual

depends on himself alone. Yet, if all are not helped to see the personal equality of the others; if all are not ready to coöperate; if the many are not educated to "initiative and adaptability," with the power to apply in adult life the philosophy lived in school days, we educational bridge-builders will not have done our task well.

### PASADENA

No prophet of the "golden age",  
Nor trumpeter of the dawn;  
E'er dreamed of vale so lovely  
So fair to look upon.

No garden of the Pharaohs  
Storied in ancient lore,  
Could vie with flowery druggets,  
That spread our valley floor.

No Knight adown the highway  
Traveled by mighty King,  
Could vision El Camino's trails  
That run and climb and swing.

And bring the thundering breaker  
To neighbor—purple peak.  
Oh traveler, for a haven,  
What fairer, do you seek?

# *The Winsor Club Nursery School in Boston*

By JULIA A. HIDDEN

**T**HERE are several nursery schools in and near Boston which are modeled after those that have proved so successful in England. Another nursery school, run by the Winsor Club on somewhat different lines, is believed by those in authority to be more nearly suited to American needs.

There are two chief differences between the two types. In the first place under the English plan the children are all of one age and stage of development, two or two and a half to four years (the age of admission to the public kindergarten) therefore they are usually in the school for only one short year. The Winsor Nursery School takes children from three until six, when they are prepared for the first grade. This is done, in the first place, in order that the child may be subjected to one continuous environment for three years and not have the break and adjustments necessary in the change from the nursery school to the kindergarten, and, in the second place, that it may be similar to the home nursery, where the younger learn from the older and the older from the younger. The home nursery is rare, however, which provides the companionship, the equipment and the scientific care all in one. Sometimes it is the companionship that is lacking, as one child in a nursery is sure to be lonely, sometimes it is the equipment that is lacking. The Winsor Nursery provides these require-

ments, having a regular attendance of thirty odd children and an equipment that includes Montessori material, kindergarten material, sand box, swings, and many other things. It is not every family that can afford to have all or even part of this valuable equipment.

For scientific help and advice, too, the mother turns naturally to the school, finding that her training in psychology and child nurture is not sufficient to guide the child in the best way mentally and physically. The bond between mother and child which physical care makes so close is strengthened during the three years the little one is at the nursery school by the understanding of the budding intelligence of the child, which the mother gains through conferences, mothers meetings and visits of the teacher in the home. It has been proved by experience that the long period of three years is a great aid in this work. The first year the mother and teacher learn to know each other; by the second year the mother realizes what a firm friend and helper she has and comes to the teacher in every need; so that by the third year both are working together harmoniously for the good of the child.

The second difference between the two systems is a matter of hours. This may seem unimportant but it brings in some fundamental principles. The English system keeps the children from nine until four, giving them their mid-day meal and afternoon nap. The Win-



HOME LIFE IN MINIATURE



THE CHILDREN CHOOSE THEIR OWN OCCUPATIONS

sor Nursery School keeps the children only in the mornings from nine until twelve. The reason for this is that it aims primarily to help the mother develop the right kind of home. It gives the children a busy morning in an ideal nursery, during which time the mother is free to do her own work, then the children go home to dinner, have their naps, and the mothers look after them for the rest of the day. In this way the responsibility for the child is not removed entirely from the mother, and as the teacher and the school nurse visit the home to help the mother wherever they can, she is given the much needed incentive to learn to take care of her child as well in the afternoon as he is taken care of in the morning.

Thus the question of age and that of hours are the two fundamental differences between the English method and that of the Winsor Nursery School. There are, of course, other individual differences as there would be in any two schools led by different teachers.

A typical day at the Winsor Nursery School begins from 8:30 to 9 o'clock. As the children come in they immediately go to the closets and shelves and help themselves to any material they wish. The only requirement is that they shall be busy and accomplish something, and put their work away when they have finished. The little three-year-olds usually play at the sand table or with the Montessori material at one end of the room, while the older children are working with blocks, crayons, beads or whatever is their interest at the time. There is great social and educational advantage in having these three ages of children together, for the little ones learn naturally from the older and the older learn to be considerate of the younger.

It becomes a natural family nursery with the spirit of coöperation and helpfulness.

At 9:45 the children are separated into groups according to age. The four and five-year-olds gather around the piano, while the little people who have not reached the stage of group work go into the adjoining room where there are swings and every form of plaything. Here is home life in miniature; they can cook, take care of the baby and do what mother and father do, making adult occupation their own in play. No mental program whatever is planned or carried out with these little three-year-old children. They are educating themselves and us, not we them, except as we provide the environment for their best development and the opportunity to join the older group as they get ready. Often the door between the two rooms is left open and the younger children will take their chairs to the threshold or even run out and sit with the older ones for a few minutes. Thus they come to the older group gradually and naturally.

The older children, who are in a circle around the piano, have a happy half hour singing and telling of what has happened at home and of the experiences they have had. The teacher interprets these experiences and tries to lead the children to recognize cause and effect. The songs are related to the nature talks, the weather, the family or even the happenings at home. This half hour is considered the richest of the morning. The children's daily experiences are here given expression and they are led to evolve the best way of meeting these experiences themselves.

After this comes rhythmic play and dancing; good lively all-over exercise for everyone with games of the children's



own choosing. At 10:30 comes lunch. Although the rooms are thrown together each class keeps by itself. The lunch consists of milk and crackers. The children may bring fruit to add to this fare if they wish. Whatever fruit a child brings is cut into enough pieces to be shared with his or her group. There is never the slightest objection on the part of the child to this sharing with others, only pleasure. The new children come without fruit and are amazed when it is passed to them by the one who brought it. Soon they, too, bring fruit and share as they have been shared with. It may truthfully be said we have not a selfish child in this respect in the school.

At 11 o'clock the children of the younger class have their rest while the older ones gather for a talk or story. From 11:15 to 11:45 the five-year-old children have a directed exercise. These exercises are the background upon which all the early morning free work is built. It is here that they are taught how to use scissors, paint brushes, crayons and all the other material of the kindergarten. It is here also that they gain the ability to carry out in their free time whatever project they may conceive.

A lesson of this sort usually takes the following form: The children are all given the same material and a certain problem to work out, then they are allowed to use their own initiative and see what they can make. The results should be and are different according to each child's inventiveness and skill. When the work is finished the children gather around the teacher and as each piece of work is held up they are led to tell first what is good about it and next what could be improved. The teacher also gives her suggestions and shows the best

way to handle the material. Then the children are ready to go back and try again. The healthy urge of competition is very helpful in making them want to do their very best. Often they decide upon the same thing the next day in order to do the work well enough to have it hung on the screen. This repetition of the work may be done by the individual child during the free period of the early morning or by the whole class, if the interest holds.

The teacher is, of course, working not to get a perfect finished product but to help the child to acquire skill. Therefore it is very important to have the material just suited to the children's stage of development, so that they can achieve the result without its being necessary for the teacher to touch the work in any way. One has but to have experience with children to note that it is the doing that brings pleasure, not the result. It is we who think in terms of the product and look for the finished result, not the child. There is a moral point here also. When a child takes his work home and says it is his own it must be his own in truth. He knows the difference even if we carelessly overlook it.

At twelve o'clock the whole school comes together for a goodbye song and the morning is over.

The Winsor Nursery School has a nurse in attendance daily and a doctor once a week, to whom all the children come for examination and to whom they are referred when the nurse desires his advice. Matters of health are talked over with the mothers, special emphasis being laid on the kind of food suited to a child of this age, the amount of sleep, exercise and fresh air needed. Wherever possible this is explained to the children

in the form of stories and they are led to want to do the best thing so as to grow to be strong men and women.

The English nursery school sets the mother free for work or play all day long. She delegates to others the task of mothering her child through the most important of his waking hours and loses her best opportunity of becoming the friendly comrade of the little one and establishing those durable relationships of mutual confidence and understanding so essential through the difficult years

ahead. The Winsor Nursery School tries to help the mother to carry on her task, rather than to do it for her. In the morning all the activities of the school aim at the teaching of those fundamental principles of human living together that are the basis of all good character. In the afternoon the child is at home with the mother, and modern sociology is emphatic that nowhere else can a new generation be trained effectively to work with their elders in carrying forward the tasks of civilization.

#### THE JOY OF AN ACTIVE MIND

"Nothing happens to stop those who keep their interests forever expanding. Gladstone had no drab and doubting days. His mind was always busy with fresh projects; even after eighty he began the study of a new language with all the enthusiasm of a boy. Titian, Laplace, Michael Angelo—all these and scores of others carried into old age the fine fire of their youth, because their minds were fresh and growing.

People divide themselves into two classes at the gateway of the middle years. There is the class of those who are self-satisfied—to whom life has no more mysteries; and there is a second class of those who greet every hour with reawakened wonder—to whom the goodness of each day is sufficient for it, and in whose hearts Faith murmurs thrilling words. Among the members of this second class there are no tragedies; and happy is he who therein finds his place."

# National Council of Primary Education

FRANCES JENKINS, EDITOR

## *Editor's Notes*

SOME one has said that the chief business of the present age is to develop a generation of adults fit for children to live with. The illustrations given by Dr. Young lend point to this statement. "Why should I be polite to grown people when they are not polite to me?" is a small boy's question which it is hard to answer. Courtesy and consideration are essential in dealing with others, whether they be young or old.

Our first year together closes with this

issue. The editor wishes to thank all those who have so generously contributed toward the success of the venture. The plea for additional manuscripts made at the Cincinnati meeting has met with a slight response. The editor's files contain many letters promising material at "a more convenient time." May the joys of the vacation period bring to many of you the freedom and leisure to add your contribution for the sake of the many teachers whom you can help in this way.

## *A Letter from the New Chairman*

*To the Members and Would-be Members of the National Council of Primary Education:*

The National Council of Primary Education is entering its second decade of history. During the first ten years this organization was guided and stimulated to almost unparalleled growth and success by its first Chairman, Professor Ella Victoria Dobbs, of the University of Missouri.

It is the hope of your new Chairman to use all of the assets by way of interest and organization that have been attained, and to so further the purposes and plans of the organization that modern elementary school practices may become the best understood and best realized type of education in all early

grades of this country. It will be necessary in order to accomplish this to share with all teachers a proposed study covering the next three years.

Problems arising in your daily practice with the children are of sufficient importance to be formulated and sent to your State Chairman as a suggestion for study. The larger the area we may be able to interest in this proposed study of a question pertinent to educational practices with young children, the more nearly will the Primary Council be serving the needs of the children of America.

May the National Council of Primary Education appeal to you as an individual teacher in a particular situation with distinct problems of your own waiting

to be solved. Will you not hand these over as your contribution to the National Primary Council so that it may find ways and means of helping you? In other words, may not the Council prove a clearing house in assisting you to higher levels of attainment?

At the present writing many primary teachers seem unusually disturbed by the rapidly growing use of the platoon system, which has swept a number of our larger cities. If you are a primary teacher in a city using this system of administration touching your grade, will you not write us your criticism as either hindering or furthering the success of your work?

Another problem seems to be the question of special supervision in the lower grades, interrupting and breaking the continuity of the child's day in school. In this disturbing you? If so, please be specific in addressing us regarding it.

A third problem is the question of the inexperienced, untrained teacher in smaller communities asking how an activity program may be introduced for young children in a highly formalized system.

Still a fourth problem may be that of a subject matter curriculum emphasized at the expense of child development. If you are one who is finding it difficult to teach subjects over against growing boys and girls in a real situation, let us hear from you.

The National Council of Primary Education cannot justify its existence except as it continues to meet the growing needs of ever-changing and developing childhood. It is impossible for the chairman to carry the load without you. There must be an excellent give and take between the Council and the teachers of young children of this country. Its

success cannot rest in the minds of a few leaders, and so I appeal to you primary teachers of America, one and all, to join our ranks and assume a definite responsibility in solving some of these questions. We all need each other, and the strength of the whole depends upon the sustaining interest and effort of each member.

Yours for the continued understanding of children,

LUCY GAGE,  
*Chairman National Primary  
Council.*

Please address *your State Chairman*. The following is a list of Chairmen of the various states:

#### STATE CHAIRMEN

- Florida:* Mabel Sanchez, Gainesville, Fla.  
*Indiana:* Flora Drake, 2230 Brookside, Indianapolis, Ind.  
*Kansas:* Achsah May Harris, State Teachers' College, Emporia, Kans.  
*Louisiana:* Mamie Etheredge, State Normal School, Natchitoches, La.  
*Michigan:* Mrs. Mamie A. Campbell, Western State Normal School, Kalamazoo, Mich.  
*Missouri:* Alice Carroll, Primary Supervisor, Cape Girardeau, Mo.  
*Montana:* Ella J. Mays, Thompson Falls H. S., Thompson Falls, Mont.  
*Nebraska:* Clara O. Wilson, University of Nebraska, Lincoln, Nebr.  
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*Texas:* Lora B. Peck, Primary Supervisor, Houston, Tex.  
*Utah:* Matilda Peterson, State Capitol, Salt Lake City, Utah.  
*Virginia:* Mary L. Seeger, State Normal School, Harrisonburg, Va.  
*Washington:* Maude Bodine, S. 1418 Maple St., Spokane, Wash.  
*Wisconsin:* Isobel Davidson, State Department of Education, Madison, Wis.

# Music Department

GRACE WILBUR CONANT, Editor

## THE CHILD AND THE LIGHTHOUSE

(This song may be dramatized)

G. W. C.

Bohemian Folk Song

*Firmly*

CHILD. Light-house on the rocks by the roll - ing green sea,  
LIGHTHOUSE. I must help the sail - ors, all through the dark night.

The first system of musical notation is in G major (one sharp) and 2/4 time. It features a vocal melody for the child and piano accompaniment for the lighthouse. The melody consists of eighth and quarter notes, ending with a star symbol. The piano accompaniment uses chords and single notes in both hands.

Tell me why you stand there, firm and stead - y. Hold - ing high your lan - tern,  
That is why I stand here, firm and stead - y, Hold - ing high my lan - tern,

The second system continues the melody and accompaniment. The vocal line includes a key signature change to F major (one flat) for the final phrase. The piano accompaniment follows the harmonic structure of the vocal line.

al - ways read - y.—Light-house on the rocks by the roll - ing green sea?  
al - ways read - y; I must help the sail - ors, all through the dark night.

The third system concludes the piece. The vocal melody returns to G major and ends with a double bar line. The piano accompaniment provides a final harmonic support.



# *Problems in the Administration and Supervision of Student Teaching*<sup>1</sup>

## *III. Observation and Student Teaching in Private Training Schools*

SUMMARIZED BY EDNA DEAN BAKER, *National Kindergarten and Elementary College, Chicago.*

THERE were thirty-five private training schools to which the questionnaire on Observation and Student Teaching was sent. Of this number five did not reply at all, two sent back the questionnaire without data and twenty-eight answered the questions in part. So varied were the interpretations put upon the questions and so many the omissions in giving information that the suggestion naturally occurs as to why the training schools do not include a course in the making out and filling in of questionnaires.

Sixteen of the schools replying report a kindergarten-primary course; two kindergarten and primary courses; seven a kindergarten course only and three do not answer the question. As to the length of course twenty schools have a two year course; four schools, a three year course; one school, two and three year courses; one school, two and four year courses; and one school, two, three and four year courses. A distinct growth is noted here in the private institutions in the coördination of kindergarten and primary work, and also a

beginning in extending the course to the three and four year period.

In that section of the questionnaire dealing with Observation there is found the greatest variation in the time allowed to it,—the minimum number of hours being eighteen in the individual school and the maximum four hundred and twenty. Eleven schools place it in the first year; twelve in the first and second years; one in the first and third years, and one continuously through the course. In its relation to student teaching observation parallels it in four institutions, precedes it in eight, and precedes and follows it in seven. The replies, of course, do not give any reasons for these differences in the number of hours, the place of observation in the course and its relation to student teaching, but leave us wondering as to whether principle or expediency guided the decision.

The fact that in four of the kindergarten-primary courses only does the amount of primary observation equal the kindergarten, while in eight the amount of kindergarten observation far exceeds the primary, and in the seven kindergarten courses, five require no primary observation and two, a very

<sup>1</sup> Report of I. K. U. Committee on Teacher Training, 1924.

small amount,—this fact leads us to ask if in the attempt to coördinate kindergarten and primary work we are giving enough attention to the primary end. In every instance the observation was checked up by some one or more of the devices suggested on the form,—questions, outlines, reports, discussions, or conferences. In eight instances only was it correlated with theory classes in the training school.

In the amount of student teaching required in the two year course the minimum is one semester and the maximum, four semesters. Nineteen schools report the length of the daily practice period as the half day session; four schools make some use of the whole day; and three schools, some use of the single class period. Since the longer unit is very much more desirable than the class period the private schools present a creditable record at this point. In four schools the student teaching occurs in the second semester of the first year and in the first semester of the second year, in two schools it occurs in the first and second semesters of the second year, and the rest vary each from the other as well as from the six that have been enumerated. It is difficult to tell whether expediency or value to the student has governed, but we suspect the first.

The distribution of student teaching in the kindergarten and primary grades reveals the same situation discovered with reference to the observation. Five schools report an equal amount; eight schools, by far the longer practice in kindergarten, and one states that the choice of the student decides where she will do her major work. The range of work is very satisfactory as all reply that student teachers get experience in every activity of the day's work. Twelve

schools reply that students teach in more than one situation; six reply in three or more situations, and two in one situation only.

In twenty-one schools records of curriculum activities are in use; eighteen schools have records of children's progress while ten are using health charts, records of children's response to activities, etc. As aids to students no school reported a printed manual for practice teaching although one stated that such a manual was in preparation and others remarked upon the value. Thirteen give students outlines for lesson plans and two give definite instruction on the making of lesson plans. Seven use with the students outlines for records of the curriculum activities of individual children, and four employ self-rating score cards.

Many problems are cited at the close of the questionnaire which relate to student teaching and observation. One very much discouraged correspondent considers the "whole problem an all round bad situation" but in contrast there is a hopeful note occasionally, like that struck by Miss Frances Lawrence when she writes concerning the Free Kindergarten Training School and the Territorial Normal School of Honolulu, "We make a great point of the observation course and the girls are getting a great deal out of it. The supervisor goes with them to some kindergarten selected for the occasion, and focuses their attention upon one thing as far as may be. An article or chapter of some book relative to the observation is read afterwards by the students and a conference held with the supervisor."

Among the acute problems mentioned is the difficulty of supervising properly the observation groups when the class is

large, of finding a variety of practice and observation centers where the work is progressive and worth while and where the teachers in charge will coöperate with the private training school in supervising the activities of student teachers, and the further difficulty of standardizing the amount and kind of work in the different practice schools sufficiently, so that every student in practice receives an equivalent experience to every other student. There is also the problem of standardizing the reports from the directors of kindergartens or the classroom teachers and supervisors so as to minimize as much as possible individual differences in judgment.

A few schools write of problems attendant upon accepting teachers with previous teaching experience or study of collegiate grade, such as the accrediting of any part of the teaching experience and the arranging of satisfactory observation and teaching schedules for such students. One correspondent writes on this problem, "We have many students who have had from one to four years of college training and who are famished for something besides theory, theory. In the private and settlement schools, with the under-age children, with competent directors and the informal type of work, we feel that we are justified in allowing partial participation, leading to some responsible teaching in at least some periods, immediately upon entrance for one division. The classes in theory are planned to cover the correlative problems arising in the morning work, and the familiarity with actual schoolroom procedure seems to inspire a kind of interest to be secured in no other way."

The questionnaires reveal on the whole great interest in the subject, con-

siderable variation and experimentation, but real progress in making observation and practice of greater educational value, and the desire for more information. As one writer very well expresses it, "We need help on it all."

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"Like a slow child that does not heed  
I stand at Summer's knees,  
And from the primer of the wood  
I spell that life and love are good,  
I learn to read."



## *From the Foreign Field*

### *Some of the Orphanages of the Near East'*

At Sidon, Syria, south from Beirut, and beyond one of the greatest olive groves in the world, are two orphanages—the Hilltop and the Birds' Nest, where scores and scores of adorable babies grow strong and sweet in the soft and healing air. All visitors agree that the most attractive orphanage in the Near East is the Birds' Nest, where four hundred children, ranging in age from that of Baby Lillie, who is a year and a half, to the girls who are approximately ten years old, are housed.

The building which serves as the Nest was once the home of a Druse Prince, and in days gone by the spacious court and beautiful garden were the scene of the gathering of the tribe on Moslem feast days. The apartments for the men of the family were on the first floor, while those for the women were on the second. In the banquet hall, high above the tables, is a latticed window through which the women peered when the lord of the household entertained his friends.

About two years ago, the Prince died and soon afterward the house was left vacant. The new owner was persuaded to accept a modest rental, and today it is the nest for the Near East Relief birdlings. The "Mother Bird" is Miss Maria Jacobsen, a missionary of the Danish Lutheran Church,

formerly stationed at Harpoot. No mother with a group of children of her very own could give a more loving atmosphere than Miss Jacobsen gives to this home, and when the children call her "Mother," there is a whole world of affection in their tones.

The rental of the house, Miss Jacobsen's salary, and the support of two hundred children are paid for by a society of women in Copenhagen which, before the disaster to missions in Turkey, contributed funds to

Miss Jacobsen's work among the Armenians. The funds once contributed to missionary work are now turned toward the Birds' Nest. This orphanage is a beautiful example of international coöperation in a worthy work.

In many respects the most interesting orphanage in Palestine is the one located on the hills above Nazareth, which houses one hundred thirty-nine

boys. This is the smallest orphanage in Near East Relief work. The boys live more nearly as in a family. They have a number of pets, including two dogs, a cat and some chickens. A beautiful atmosphere pervades the home and every boy is conscious of the fact that he is living in the same village that Jesus did when he was a boy, surrounded by the same hills and the same inspiring view of land and sea. Across the street from the Church of the Carpenter Shop, which is supposed to be on the site of the shop of Joseph, a workshop has been secured for



A LITTLE VICTIM OF DEPORTATION HARDSHIPS SMILES FOR THE FIRST TIME

'From letters received by Miss Nellie E. Brown, Chairman of Committee on Foreign Correspondence.



these boys, and there they are learning the trade that Jesus learned while he grew "in wisdom and stature and in favor with God and man."

Mrs. Henry H. Meyer of New York City, who is connected with the Near East Relief, visited this orphanage last July. "After I had talked with the teachers," she writes, "and had been taken over the grounds by the boys, I asked permission to have one of them go with me into the town.

"Garabed Mardirosian, a boy who had been studying English for three months, was chosen and very politely he came forward,

said nothing about yourself. Tell me what you would like to do when you become a man.' Garabed lifted his fine dark eyes to mine and replied modestly but with conviction; 'With the Lord's help I am going to be a preacher.'"

The following letter from Garabed was received by Mrs. Meyer after her return to New York:

Nazareth, Palestine.

Dear Friend:

I am very glad that I am writing a letter to you because till now I have not written a



NEAR EAST RELIEF CARPENTER SHOP AT NAZARETH

asked permission to carry my camera and opening the gate stood aside for me to pass through. We walked down the hill together discussing the view of the Esdraelon Valley where so much of the history of Israel had taken place, and also the places associated with the life of Jesus and I saw them all through the eyes of a boy of twelve. After visiting the ancient Synagogue, Mary's Well, and the Church of the Carpenter Shop I said good night to Garabed at the door of the Galilee Hotel. But before that farewell I had remarked to him; 'Garabed, you have told me much of Nazareth and of the boys of your orphan home, but you have

letter to an American, but now I have a friend and I will begin to write letter.

We are very grateful to Americans because we were persecuted by Turk. Americans like angel helped us and saved us. We have lost our father, mother, sister, brother and all our relatives, but we are happy because Americans for the sake of Jesus Christ are caring for us like our father and mother.

If you like to have some information about our school, I am writing our school is situated on one hill of Nazareth, our orphanage is surrounded with field and with fir-trees.

In our orphanage there are 139 boys, three teachers, one director with his wife and children, then one tailor and one cook and one woman to look after the store. From 139 boys 37 are going to trades, some of them are going to the shoemaker, some of them are going to the tailor and some of them are going to black-smith, and there is a boy he is going to the watch-maker, etc. The rest boys are going to the school. The air of our orphanages is very clean, therefore all the boys are healthy and are trying to be good men and to help others as Americans helped us.

I end my letter with kindest regards,

Sincerely yours,

(signed) GARABED MARDIROSIAN.

One of the three orphanages in Jerusalem is located in the Armenian Convent of St. James on Mt. Zion, and is supported in part by the Armenian people. The children come from the group of Armenians who fled from Van to Mesopotamia and later when the British withdrew from that country were brought to Jerusalem. A number of boys of this orphanage formed a band which plays so well that recently when Ras Tefri, the Prince Regent of Abyssinia, visited Jerusalem he heard them and arranged to take them back to Abyssinia to play at his court.

Many of the children in the orphanage at Corinth, Syria, Alexandropol, and in Palestine are descendants of the early Christians and converts of St. Paul. Many, deprived

of home and native land, are being cared for in the land where peace on earth, good will toward men was first proclaimed. Can it be possible that this circumstance betokens promise for the future? It is well to think about it and remember that the Great Ruler of the universe moves in mysterious ways.

When the students of a Bible Training School in India, who cannot afford to have any meal as expensive as the menus suggested in the Golden Rule booklet for Golden Rule Sunday, send ten dollars to feed the children of the Near East, when a Sunday School Association in Korea gives nearly two hundred and fifty dollars, and a similar organization in Czechoslovakia over one hundred and seventy dollars, when Sunday Schools representing all parts of Japan give over five hundred dollars, and write: "We expect to get a representative committee together to plan for next Golden Rule Sunday and arrange a committee meeting in Karuizana during the summer, when members from other cities can be present," one feels that the leaven of good will is at work everywhere and that, through the sufferings of children in and near the land of Jesus, the nations of the world are being brought closer together.

It is of interest to kindergartners to note that kindergarten supplies for the children of these Near East orphanages are sadly needed. Paper and crayons are especially desired and "balls would be very welcome."

The simplest of all ways for making a new heaven and a new earth is through a fond discerning and individual care for each child.

N. S. Shaler.

# *International Kindergarten Union*

HEADQUARTERS, INVESTMENT BUILDING, WASHINGTON, D. C.

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## *Program of Thirty-second Annual Convention*

Los Angeles, California, July 8 to 11

### WEDNESDAY, JULY 8

Visits to kindergartens; committee meetings; conferences of training teachers, supervisors, and classroom teachers. Topic for classroom teachers; *Play Activities in the Kindergarten and Primary Grades*, Miss Louise Alder, Chairman.

Opening session at 8 p.m. Addresses of Welcome; address by Mr. Will C. Wood, State Superintendent of Schools; address by Miss Catharine R. Watkins, Washington, on *The Child's Own*.

Branch, led by Miss Allene Seaton and Miss Barbara Greenwood.

Reports of officers and state delegates; appointment of committees.

Luncheon stressing International Relations.

Reports of foreign delegates.

Address by Miss Fanniebelle Curtis on *Community House in France* (illustrated with moving pictures).

Afternoon to be devoted to excursions.

Speakers for evening session to be announced.

### THURSDAY, JULY 9

Symposium on *Analysis of Studies in Kindergarten Progress and Methods of Scientific Investigation*, Miss Mary Dabney Davis, Chairman.

Afternoon program in charge of the Friday Morning Club of Los Angeles.

Evening address by Dr. Shepherd I. Franz, on *Psychological Aspects of the Pre-School Child*; another speaker to be announced.

### FRIDAY, JULY 10

#### *Delegates' Day*

Delegates' procession on the campus of the University of California, Southern

### SATURDAY, JULY 11

Business session with reports of committees, new business, election of officers.

Afternoon meeting for parents and all teachers. General topic: *Consideration of the Physical Needs of the Child; Remedial Measures*. Address by Dr. C. Edgerton Carter on *Nutrition for Efficiency*; address by Dr. Charles LeRoy Lowman, on *Potential Postural Defects in Little Children*; address by Dr. Clifford A. Wright on *Influence of the Glands of Internal Secretion on Growth*.

Symposium supper at 6 p.m. Miss Caroline D. Aborn, Boston, Toastmistress.

SUNDAY, JULY 12

Sunday afternoon concert at the Hollywood Bowl.

MONDAY, JULY 13

Excursions for all delegates to various points of interest.

### *How Los Angeles Contributed to the Development of the Kindergarten in California<sup>1</sup>*

BY KATHERINE L. McLAUGHLIN

The teacher who succeeds in imparting zest to education, who brings about an association of books and the things of school with joy, is a public benefactor. Why should the adventure of mind into the unknown be associated with drudgery? Is it not possible to make of education the great romance of life, to bring it home as a great drama of exploration, discovery and conquest?—JOHN DEWEY.

The welcomed spring rains have brought the world of blossoming flowers again to California. From mountain to sea and from Imperial Valley to the foothills of snow capped Mt. Shasta the flowering mustard sheds its golden hue. Legend has it that the old padres to mark their path scattered the mustard seeds along beside the El Camino Real, the old trail that connected the twenty-one missions established just a day's journey apart from San Diego to San Francisco. The padres' mustard seeds have multiplied until now the bands of gold that bordered the narrow path have spread like a carpet over the whole state and the path trod by the padres is now the beautiful scenic coast highway.

Not unlike the early padres in their zeal were the noble hearted women who came to California in the early 70's and 80's to spread the gospel of a "new education" that such women as Elizabeth Peabody in Boston, Susan Blow in St. Louis and Anna E. Bryan in Louisville were so successfully teaching. Not unlike the spread of the mustard seeds has been the broadcasting of their influence into fields of childhood education here in California.

Just a half century ago, in 1875, Madame Caroline M. Severance of Boston, with her

family came to make a home and plant an orange grove in Los Angeles. Madame Severance, who had twenty years of active leadership among the women of the east, who had organized the New England Women's Club, the first women's club in America, brought to this far western frontier an enthusiasm for kindergarten education. Through her intimate contact with Elizabeth Peabody who had but recently returned from the land of Froebel, and with Horace Mann who had introduced the kindergarten into his famous school, Madame Severance was convinced that her first duty in Los Angeles was to find a suitable home for beginning the new education.

The place selected was a queer old round house built by an eccentric old sailor for a residence in the early fifties. Just previous to the opening of the school it had been used as a suburban resort and given the romantic name of "Garden of Paradise." It was located on Spring Street near Third and extended through to Main Street. In the middle of the large lot surrounding the queer structure was an old orange tree, while on the Spring Street side a high cactus hedge was as effective as barbed wire entanglements.

As soon as all was ready Miss Emma Marwedel, whom Madame Severance had previously interested in the pioneer adventure, came to take charge. A pupil of Froebel and a warm friend of his zealous

<sup>1</sup>The writer is indebted to Misses Agnes Knight, Olga Dorn, Madeline Veverka and many others for assistance in gathering the material for this brief account.

disciples in the east, she hoped to bring "every unrealized dream of her adored Froebel to perfection in the heavenly climate of Southern California."

Among the three students enrolled for training in "guided play" was Kate Douglas Smith (the late Kate Douglas Wiggin of literary fame). Upon invitation of Madame Severance she had come from her home in Santa Barbara to be her house guest while taking the year's training with Miss Marwedel.

In *My Garden of Memory* written shortly before her death in 1923, Kate Douglas Wiggin pays the following tribute to her early teacher.

I am very grateful that my first training came from Miss Marwedel. . . . Her feet never trod the solid earth; she was an idealist, a dreamer, and a visionary, but life is so apt to be crammed with Gradgrinds that I am thankful when I come into intimate contact with a dreamer. . . . When Miss Marwedel painted the possibilities of the children with whom we were working, when she recounted Froebel's vision of the future of the race if children from the earliest years could be self governing and creative, instead of disciplined like soldiers and "standardized," I escaped temporarily from a world of rigid realities.

In selecting Kate Smith as a young apostle to spread the gospel, Madame Severance revealed her keen understanding of the qualities suited to the pioneer kindergarten. She had a vivid, charming personality, was musical, a good story teller, fond of children, and a born leader.

After completing her training in Los Angeles she opened a kindergarten in Santa Barbara in an old adobe house called the "Swallow's Nest." It was "on a quiet street bordered with eucalyptus and blooming with rose gardens."

A year later, in 1878, Felix Adler came to San Francisco and through his lectures interested a group of men and women in the "new education" of little children. Sponsored by this group the now famous Silver Street kindergarten was opened and Kate

Douglas Smith was called from Santa Barbara to carry on the work. This was the first free kindergarten west of the Rockies.

To those who have read *The Girl and the Kingdom* the happenings of this school are familiar. Of this work Nora Smith says, "San Francisco's new experiment in education was successful from the first, for in the friendly climate of California all things come quickly to fruition." Among the many hundred visitors that came to see what could be done "in guiding play" was Mr. John Swett, the "Horace Mann" of California and afterward State Superintendent of Public Instruction. He called Mrs. Sarah B. Cooper's attention to the new school. In the reports of the school Kate Smith says:

In the spring of 1879, we welcomed one day for the first time, a sweet faced woman whose sympathy was evident before she had been in the room ten minutes. It was not much longer than that before she turned with tears in her eyes and clasping me by the hand said: "Why did I not know of this work before? Why did nobody tell me? It is the most beautiful thing I ever saw. Let me help you from this moment."

From that time on Mrs. Cooper lent all the strength of her forceful personality to furthering the progress of kindergarten education. Though she held opposing views on religion from those of her cousin Robert Ingersoll, she had much the same gift of eloquence. She received her training in New York state and was a class mate of Leland Stanford and Philip Armour. The former by endowment has made possible the establishment of the Golden Gate Kindergarten Association.

On October 6, 1879, Mrs. Cooper opened the second free kindergarten west of the Rockies in the heart of "Barbary Coast," at that time the hoodlum section of San Francisco. Through her kindergartens, newspaper articles, public addresses, and her compelling personality she soon became a recognized leader. It is not surprising



therefore that she was enthusiastically elected in 1893 as the first president of the International Kindergarten Union.

Thus, the seeds sown in Los Angeles in 1876 came to rapid fruition in northern California, but those that fell upon the soil in the south were not less productive. The students who had taken the training with Miss Marwedel and others who had been kindled by the enthusiasm of Susan Blow, Anna E. Bryan, Maria Kraus-Boelte and Elizabeth Peabody established kindergartens that soon gave such convincing evidence of the constructive value of the "new education" that they became a part of the Los Angeles Public Schools in the spring of 1890. Much credit for this significant advance is due to the work of Mrs. Nora Dorn Mayhew.

Mrs. Mayhew, as Nora H. Dorn, graduated from Miss Susan E. Blow's training school in St. Louis, Mo. and taught in the kindergartens there until her marriage in 1885. In 1887, owing to the illness of her husband, she, with her husband and child, came to Los Angeles. Mrs. Mayhew's reputation had preceded her, and she was called to Santa Ana by a group of interested women to take charge of a kindergarten there, remaining for a year. She then returned to Los Angeles in the autumn of 1889 and opened a private kindergarten in her own home on Bonsallo Avenue.

The kindergarten enrolled a large number of pupils and was a great success. Among the children was a niece of William H. Friesner, the superintendent of schools at that time. Through his interest in her progress he visited Mrs. Mayhew's kindergarten frequently. Later, members of the Board of Education came to investigate and became so interested that in the spring of 1890 Mrs. Mayhew's kindergarten and another conducted by Mrs. Wilson were made a part of the Los Angeles Public Schools.

The satisfaction given by these two kindergartens had so thoroughly won the approval of Superintendent Friesner and the

Board of Education, that in the following autumn eight kindergartens were opened as part of the Public School system, and Mrs. Nora Dorn Mayhew was made the Supervisor of Kindergartens.

In the early 90's, Miss Caroline M. Alden who later became Madame Clavarie, and who was a pupil of Dr. William N. Hailmann came to Los Angeles and opened a kindergarten and training school at West Adams and Hoover Streets, a site now occupied by the Girls' Collegiate School. Her school was called the Casa de Rosas. Madame Severance, ever true to her interest and faith in kindergarten education, gave Madame Clavarie her strong support. Several of the graduates of this school are now teaching in the kindergartens of Los Angeles public schools.

So well had this early work been done and so successful had it been articulated with the public schools that the Los Angeles Normal was asked to provide a kindergarten training course.

The Board of Trustees of the State Normal School at Los Angeles, at its annual meeting in May, 1896, established a department for the training of kindergarten teachers. This department was opened September 8, 1896. No effort was spared to make the training as thorough and strong as that received in two years' time in any other training school for kindergarten teachers. Miss Florence Lawson, just graduated from the Chicago Kindergarten College and overflowing with the joy of living, came to be the first instructor of the department that has so grown and prospered. The first class numbered four. Classes have come and gone, and the old Normal holds happy memories for hundreds of kindergarten graduates, but none are quite so sweet as those of the early days when the work was new and Florence Lawson gave the inspiration and life lessons that have never been forgotten. Many kindergartners throughout the country still remember Miss Lawson's vivid, brilliant personality. In the Children's Hospital the Florence Law-

son Room tells of the loving memory in which she is held by "her girls."

Miss Lawson's assistant in the kindergarten was Miss Bertha Andrews (now Mrs. Arthur Holbrook), who established in the Colorado Teachers College at Greeley, the department of kindergarten education. It was in this department that Miss Madeline Veverka, Supervisor of Kindergarten and Primary Grades of Los Angeles, received the training that determined her future life work. Thus Miss Lawson's influence continues through her students everywhere.

The work started by Miss Lawson was continued by Miss Isabel French in 1903, and under her able administration the department grew rapidly in numbers and strength until the old rooms were far too small.

Miss French was followed in January, 1913, by Miss Elizabeth Mascord from Teachers' College, Columbia University, and Miss Barbara Greenwood. Miss Mascord remained in the department until the Normal School became the Southern Branch of the University of California. Miss Greenwood, a graduate of the Chicago Collegiate Institute had come to Pomona in 1901 and through her work as teacher and supervisor endeared herself to the whole community. As a mark of appreciation a large kindergarten in Pomona bears her name. To hundreds of kindergartners in Southern California in whom she had inspired a zeal and devotion for training little children, to these and to her host of friends it is interesting to know that it was Mrs. Cooper and Kate Douglas Wiggin who kindled her ambition for her chosen work by their eloquence at the Chicago meeting in 1893, when the International Kindergarten Union was first organized.

The fast growing city demanded more room for its Normal School and in 1914 the buildings on Vermont Avenue, the present site of the University, were completed, and the kindergarten practice school moved into its new bungalow home.

Six years of happy work followed until in 1919 another milestone was reached when

the State Normal School became a part of the University of California. In the spring of the following year, plans were formed to bring about the long desired unification of kindergarten and primary training. The tentative course was tried out, modified, strengthened where needed, and in 1921 approved by the State Board of Education as fulfilling adequately the requirements for the new kindergarten-primary teaching credential, the holders of which may teach in the kindergarten or the first three grades. The Southern Branch now offers a four year college course leading to the bachelor's degree. Beginning with September 1925, the training for the teaching credential will be lengthened from two and one half to three years.

And so the work goes on from the beginnings in the quaint round house where Emma Marwedel trained the first three student teachers to the training classes today in the Southern Branch, The Broad-oaks School of Pasadena, and the Fulmer School of Los Angeles, in which schools there are over eight hundred enrolled in the kindergarten-primary courses. This in many respects represents a growth that parallels the riotous conquest of California made by the padres' handfuls of mustard seeds.

As the work of these noble women is seen in retrospect we no longer wonder why California has for years past not only led the country in the percentage of children enrolled in kindergartens, but also in the forward looking legislation enacted by her legislature.

In 1911 the California Congress of Mothers ably aided by Miss Anna Irene Jenkins, of Los Angeles, initiated a campaign which resulted in 1913 in the passage of California's now famous law for compulsory establishment of kindergartens upon petition, to which attention was called in the May issue of this journal, and which has resulted in such marvelous growth that in Los Angeles alone there are at present 12,500 kindergarten pupils, 324 kindergarten teachers and 175 separate kindergartens.

## *Pasadena Kindergartens*

BY HENRIETTA VISSCHER

In Pasadena, as in most cities, kindergarten work was first introduced by private schools. In 1887, the first kindergarten was opened by Miss Augusta Curtis. It was held in a little unpainted barn on Arcadia Street. Miss Curtis converted this barn into a home, using the hayloft for living rooms and the down stairs for a kindergarten room, which was kept exquisitely clean and bright with growing plants, and here a dozen children went to school. During the second year Miss Curtis was suddenly called home by sickness in her family, but after all these years she is still a sweet memory to those who were in her school.

During the next ten years, several kindergartners opened little private schools in their homes. Miss Griffith had one on Oakland Ave. Miss Davidson on Fair Oaks Ave., and Miss Virginia opened one on East Colorado Street. Miss Janes and her sister, now Mrs. Ives, had a very successful kindergarten for four years; first, on Palmetto Drive, and then at their home on Pasadena Ave.

Thirteen years ago the first kindergarten association was formed. It was called "The Pasadena Kindergarten Association," and was the result of the earnest desire of a number of Pasadena women to establish kindergartens for their children.

A school was successfully carried on for two years, a house on Marengo Place being rented for that purpose. It was supported by tuition of \$5.00 per month, each pupil being pledged for a full term. A Mother Play Class was formed at this time and the meetings were always well attended. At one meeting, Miss Elizabeth Harrison, of the Chicago Kindergarten College, was present and gave a delightful address.

About this time, some philanthropic people felt the need of a free school, and Mr. and Mrs. John Smith offered to support a kindergarten. It was located on Bellevue

Drive in the building formerly occupied as a tooth factory, and Miss Mary Schaffer, a niece of Mrs. Smith's, organized and directed the work during the first year. On account of failing health, she gave up about Christmas time and Miss Ada Mae Brooks was in charge of the school for the rest of that year.

This seems an opportune time to speak of the first Froebel Celebration given in Pasadena. In the Spring of 1900, Mrs. James McLachlin offered her grounds for a Froebel fete day, and it was a most beautiful celebration. Miss Brooks invited the people of the South Pasadena Orphan's Home with the youngest children, and Miss Visscher and Miss Underwood with their private school pupils to co-operate for a spring play time. That day one hundred and twelve children, between the ages of four and seven, played outdoor games together, and one hundred and twelve little hearts beat with the very joy of life.

During this year mothers' meetings had been organized by Mrs. John Smith in the free kindergarten. The time was now ripe for action, and just the right people seemed ready to work. Many had become interested in what the kindergarten children were doing and felt that every child of proper age in all parts of the city should be able to attend kindergarten, so a second kindergarten association was formed, known as "The Free Kindergarten and Children's Aid Association," the purpose being to organize, support and fully equip free kindergartens, until the City Charter made them a part of the public school system.

To people who were anxiously watching the work of the Association, during the first two years it seemed like a fairy story come true to see four kindergartens established in different parts of the city, equipped with materials for work and trained workers.

This organization deserves the deepest

love and respect of every Pasadena kindergartner. Doctors, lawyers, professors, teachers and an earnest company of mothers with their friends worked together for the greatest good of the greatest number.

No one ever regretted the sacrifices made at that time, for the very next year, the kindergartens were made a part of the public school system. Today, behold the result!—twenty kindergartens with forty-two trained teachers. In fact there is a kindergarten grade in every elementary school and now the separate bungalows for kindergarten work with special garden space and playground equipment are being replaced and great buildings for kindergarten and primary classes are being erected.

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In training students for kindergarten work, Pasadena has held an important place in Southern California through the Broadoaks Kindergarten Normal School, founded in 1912 by Miss Ada Mae Brooks, who had been a pioneer and leader in kindergarten work in both public and private schools of this section. Its first training school students were an eager half-dozen young women of the community who, as

young women interested in children, had long wanted just such training as the new school offered.

The name Broadoaks was the lovely and likewise logical name chosen for the school. The great oaks which sheltered the original school residence had for several previous years protected, with their magnificent branches, a number of small pupils who composed a children's school. These small pupils formed the nucleus of a children's demonstration group which was to serve as a laboratory for the training school students, who likewise found the public kindergartens and first grades open to them for practice teaching.

Associated with Miss Brooks and her sister, Miss Imelda E. Brooks, as members of the faculty in the earlier days, were Dr. W. N. Hailmann and other specialists. From the opening of the school the value of its training has been recognized by members of the California State Board of Education. Its graduates are most successfully filling positions as kindergarten and primary supervisors, directors, and teachers. In 1923 the school was incorporated, thereby strengthening its financial basis and insuring its future.

### *Attractions of the Los Angeles Meeting*

One of the attractions of the Los Angeles convention will be the many excursions planned for the entertainment of delegates and visiting teachers. Motor trips to the hills and mountains and through the fragrant orange groves of sunny California; excursions to the various beaches adjacent to Los Angeles; trips across the blue bay to the romantic island of Catalina; flights up Mt. Lowe, one of the most famous scenic trips of the world, are among the excursions that will be arranged for those who come to the I. K. U. convention. Because of the interest in the program arranged and the important educational problems to be discussed, delegates and visitors will probably have to choose among

the various trips, as there will not be time for any one person to take them all, but members of the California hostess committee are mobilizing automobiles for small parties so that any visitor may be personally conducted to the points of greatest interest to her.

Among the mountain resorts near Los Angeles are Big Bear and Lake Arrowhead, both resorts at the summits of the mountains, offering all the lure of heavily timbered pine forests and far stretched blue waters of mountain lakes. Winding drives, breathless at many spots and as marked with "thrills" as the old stage rides in the days of '49, lead to these resorts.

Another attraction is Catalina Island.



A two hour trip across the channel, with the boat constantly guarded by swirling sea-gulls or silver shining flying fish, takes the traveler to Catalina, where there is no end to forms of entertainment. One of the most unique is the trip in a glass boat, through which the traveler sees the bottom of the ocean, with its marvelous growths and the fascinations of sea life, which vary

pupils of the arts and crafts schools of Vienna, Austria. Nearly 500 art objects will be shown, including paintings, stencil work, statues, woodcuts, pottery and embroidery. All work shown in the exhibit are products of children between seven and eight years of age, created without models.

It is hoped that living exhibits of kinder-



LOS ANGELES COUNTY ORANGE GROVE

there from innumerable gold fish to the famous tuna.

The exhibit, in charge of Miss Ethel Salisbury, will form an interesting feature of the convention and is to be of two classes—one educational and the other commercial, the latter dealing only with equipment and paraphernalia utilized in kindergarten and primary work.

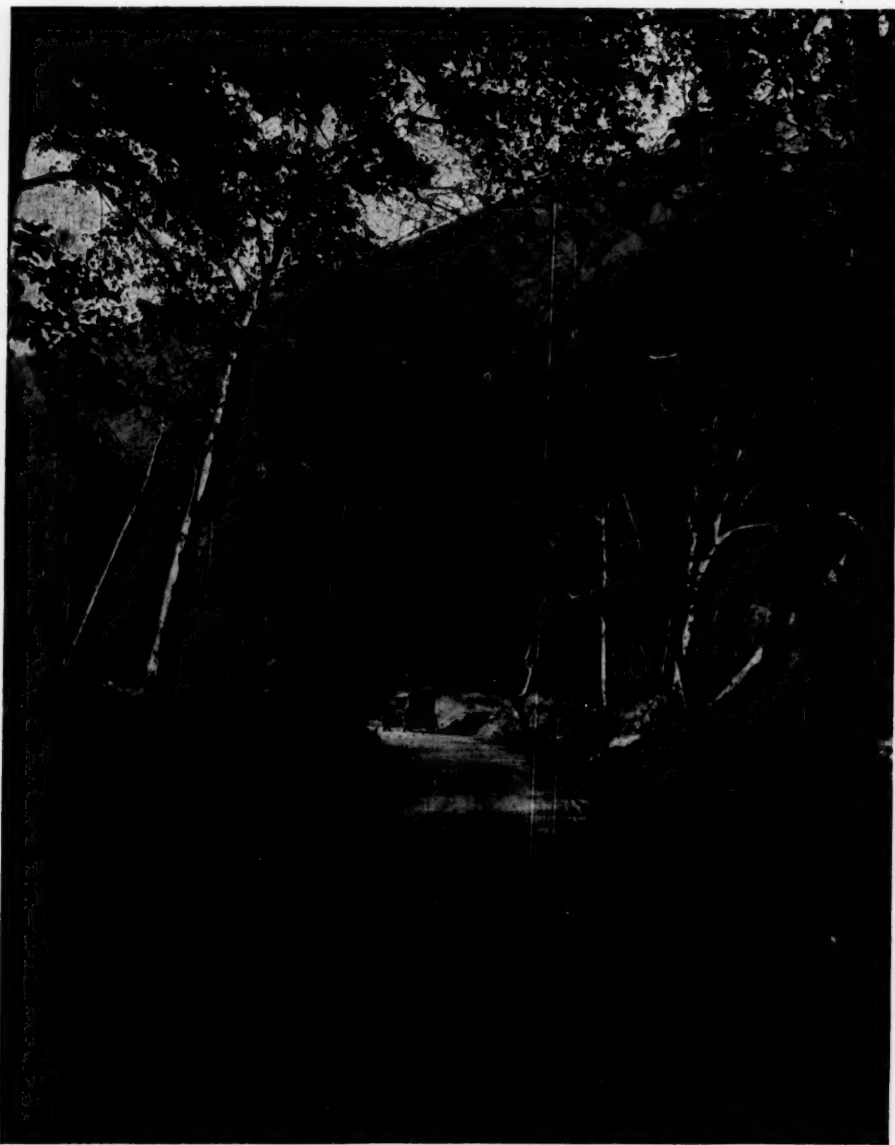
One of the exhibits will be the famous Cizek exhibit, showing the work of child

garten and primary work in California will be available, for the present plans include having some of the kindergartens kept open through the I. K. U. week. A few of the most interesting types of work will be seen in these kindergartens. Problems of dealing with little foreign born children; day school nurseries in which children of pre-school age are handled; the original and progressive manner in which the problem of teaching foreign born children to read



English and which has resulted in the reorganization of the primary grade, all these will be shown in the kindergartens

California committee to interest foreign groups in the convention. Miss Bessie Stoddard, one of the leaders of social and



ON THE ROAD TO LAKE ARROWHEAD

which are kept open, if such an arrangement is found possible.

Special efforts have been made by the

civic welfare work in Los Angeles, was made chairman of a foreign relations committee of the California hostess committee, and

through her groups in different countries are being reached and their interest aroused in the convention.

Indications for a large convention are seen in the inquiries that have been made from many parts of the country by teachers planning to make their vacation trip include

the I. K. U. convention at Los Angeles whether they are delegates or not. The entire teaching force of the city schools of Los Angeles is co-operating with the hostess committee of the I. K. U. and all educators arriving in the city at that time will be given a royal welcome.

## *News Items and Events of Interest*

A talk on the architectural possibilities of the Froebelian building gifts was given before the Cambridge, Mass., kindergartners by Mr. J. Franklin Van Derpool of the Massachusetts Institute of Technology, March 24th. Mr. Van Derpool constructed with the large fifth and sixth gifts an Egyptian Temple, a Grecian Temple, a Romanesque Church, and a miniature Notre Dame Cathedral. The lecture was instructive, interesting and comprehensive. In closing, a tribute to Christianity as the inspiration of Gothic architecture was given.

As a part of the Anne L. Page Summer School at Wellesley, Mass., this year, there will be a course and demonstration school for nursery school teachers.

Knoxville, Tenn., is the only city in the state having public school kindergartens. At present there are fourteen, and it is planned to establish more as soon as there are rooms and funds for them. The kindergartners have organized under the name of the Sarah Gregg Kindergarten Club and have become a branch of the I. K. U. They are holding rummage sales, benefit bridge parties, etc., to raise money to send a delegate to the Los Angeles meeting.

Miss Margaret Free, co-author of the Free and Treadwell Primer, will conduct the course in primary methods and primary projects at the Pestalozzi-Froebel Teachers College this summer.

The American Child Health Association has discontinued its magazine and issues

in its place a quarterly bulletin which will continue to carry important messages on child health. Among the articles in the first issue are *The Prevention and Treatment of Scarlet Fever*, by William H. Park, M.D., and *Weight and Height as an Index of Nutrition in Infants*, by George T. Palmer, Dr.P.H. There is also a helpful Child Health Bibliography.

A conference of unusual interest is being held by the Progressive Education Association, in Philadelphia, as this journal goes to press. The program includes such speakers as Mr. Eugene R. Smith, Dr. Edwin C. Broome, Miss Flora J. Cooke, Mr. Angelo Patri, Dr. Bird T. Baldwin. The subject for the first evening, April 23, was *The Problem of the American College*; for April 24, *Individual Instruction and the Social Group*; for April 25, *Progressive Education and the Public Schools*.

From Arizona comes the interesting news that the two state normal schools, at Tempe and Flagstaff, have become official State Teachers' Colleges, with the right to confer the degree of bachelor of education. This is the culmination of twenty-five years of effort on the part of Dr. A. J. Matthews, president of the Tempe school. The kindergarten department of this school is ably conducted by Miss Clara S. Brown.

The Arizona State Teachers Association has organized a kindergarten section, with Miss Hazel Behrens, supervisor of kindergartens at Globe as president, and Miss Emma Tompkins, of Phoenix, as secretary and treasurer.

*California State Association*

The first annual meeting of the California Kindergarten-Primary Association held at the Arlington Hotel in Santa Barbara, March 7, 1925, was a landmark in the history of education for young children in California. This organization had its inception at a meeting of California teachers following a luncheon for the Kindergarten-Primary Section of the National Education Association which met in Oakland in July, 1923. Miss Barbara Greenwood presided. Preliminary plans were made for getting together representative groups throughout the state to form a state organization. These various representatives met at Fresno, November 28, 1923, and formed such an association. Officers were elected to serve until January, 1926, and a tentative constitution was drafted for use until a report could be made by the newly appointed Constitution Committee. The meeting in Santa Barbara was really the outgrowth of the spirit which emanated from the Oakland meeting.

The first session of the state convention followed a six o'clock dinner at the Arlington Hotel. Several addresses of special interest to teachers of young children were given. City Superintendent Paul Stewart welcomed the delegates to Santa Barbara. County Superintendent Arthur S. Pope urged adequate preparation for teachers. Mrs. Grace Stanley, State Commissioner of Element-

tary Education, discussed the influence of early environment in establishing right habits and attitudes in young children. A letter of greeting from Miss Ella Victoria Dobbs, President of the National Primary Council, was read by the secretary, Miss Florence Morrison. Miss M. Madilene Veverka, Chairman of the local International Kindergarten Union Committee, outlined the plans for the convention which is to be held in Los Angeles, July 8-11.

Miss Barbara Greenwood, who is conducting an experiment in nursery school education at the University of California, Southern Branch, told of progress in the study of education for the pre-school child as seen in her recent visit to the various eastern universities. She called attention to the widespread interest in the nursery school movement not only on the part of teachers but also among the national organizations and the eminent men and women in the field of research.

Miss Elga Shearer, Kindergarten-Primary Supervisor of Long Beach, continued the discussion of forward movements in education by describing the work being done in primary grades. Through a series of slides and charts, she demonstrated that the "Unit Plan," used in the Long Beach schools, gives opportunity for the varied activities so essential to the natural growth of primary children.

*Kindergarten-Primary Interests in the State of Washington*

The Board of Advisors and officers of the Washington State Kindergarten-Primary Association held a meeting in January, at which three important points concerning kindergarten-primary interests were discussed: (1) the state kindergarten law; (2) the need for a kindergarten-primary training school; (3) the certification of kindergarteners.

While it was felt that the word "may" in the state law should be changed to "must," it was decided that it was not advisable to make the attempt to secure a mandatory bill at this time, owing to the economical pressure in educational work. The discussion brought out the need for scientific studies to prove that the kindergarten trained child is better prepared

for the first grade than the one who does not have such training. It also showed that at the present time, instead of the teacher having to go out to seek children for the kindergarten, parents are coming in to find out when they can enroll them, showing that many realize that the year spent in kindergarten is a definite preparation for the grades.

On the second point it was shown that while there is need for kindergarten training, it would be unwise to establish a private school because the higher institutions would be far better equipped to give a broad and scientific training. Many who desire kindergarten training cannot afford to go away from home to get it. It was said that young girls who are carrying courses at the University in Seattle sometimes visit a kindergarten with the idea of observing and opening one in their own home neighborhoods as a means of support while completing their courses. While this is not sanc-

tioned by the University several kindergartens have been established by young girls with no further preparation. It was stated, unofficially, that there are about 35 private kindergartens in the city of Seattle, only ten of which are conducted by fully qualified teachers.

The present law requires that public kindergartners be graduates of a two year kindergarten training course. It was felt that this should be a three year course, but that such extension of time for kindergartners would not be fair until the same was also required of other elementary teachers. It was the consensus of opinion that definite steps should be taken toward legislation for the protection of the profession in the state.

The members of the Advisory Board and officers of this state association represent not only kindergartners but higher schools and institutions and there is a gratifying interest in kindergarten problems.

## *National Education Association*

### *Program of Department of Kindergarten Education*

Monday, June 29, 2:00 P. M.

*The Interpretation of the Kindergarten to the Public, Twenty-five Years of Kindergarten Progress.*

*Kindergarten Extension*, with Graphic Demonstration: Lucy Gage, Assistant Professor Elementary Education, George Peabody College, Nashville, Tenn.

*Changes in Method and Curriculum*: Patty Smith Hill, Professor of Education, Teachers' College, Columbia University.

Tuesday, June 30, 2.00 P. M.

*Present Kindergarten Practice Throughout the Country.*

Report of the Study of Kindergarten

Practice under the Direction of the Research Committee of the Kindergarten Department: Mary Dabney Davis, chairman of the committee, formerly Kindergarten-Primary Supervisor, Duluth, Minnesota.

Appraisal of the Study: George Drayton Strayer, Professor of Education, Teachers' College, Columbia University.

Discussion of the Value and Implications of the Study for Future Progress: Alice Temple, Department of Kindergarten-Primary Education, School of Education, the University of Chicago.

Thursday, July 2, 12.30 P. M.

Joint luncheon with the Primary Council at the Claypool Hotel.

# *The Reading Table*

## *The Psychology of the Pre-School Child*<sup>1</sup>

In April, 1917, an act of the General Assembly of Iowa authorized the State Board of Education to establish the Iowa Child Welfare Research Station as an integral part of the State University, "having as its objects the investigation of the best scientific methods of conserving and developing the normal child, the dissemination of the information acquired by such investigation, and the training of students for work in such fields." The most recent contribution from this research station is *The Psychology of the Pre-School Child*, by the director, Dr. Bird T. Baldwin and Dr. Lorle I. Stecher, Research Assistant Professor.

This book is extremely interesting and splendidly illustrated throughout. It contains in reality four parts: that which surveys previous research with young children; that which presents the results of research in the Iowa laboratory; that which describes the activities in the laboratory school; and that devoted to appendices, which include selected bibliographies.

The real contribution of the book from a scientific standpoint is in the seven chapters presenting the results of research in the physical and mental development of children from four to six years of age. One hundred and five children of slightly superior mental ability were studied for a period of three years.

Physical growth was recorded on the bases of sixteen physical measurements. Tables and charts are given, summarizing the measurements for boys and girls from three to six years of age at three-month intervals. "The increments of growth from year to year show that young children grow fairly uniformly in the majority of physical traits studied."

<sup>1</sup> By Bird T. Baldwin and Lorle I. Stecher. D. Appleton and Co., New York.

The chapters devoted to the mental development of these young children are written in a very readable style and hence should be of great interest to primary and kindergarten teachers. There is a careful description given of each of the wide variety of tests used, followed by a report of the score results, behavior observations and a summarizing discussion. The style in which these studies are reported makes material that might have been highly technical become intensely interesting to all who are concerned with the pre-school period. The tests used include such well-known ones as the Terman-Binet, Wallin Form Board, Goddard Form Board, Mare and Foal Test, and Porteus Maze. Besides these, the authors have constructed many of their own, based upon these, upon Montessori materials, or upon common child activities. Throughout one is encouraged to find that the authors are offering suggestions for future study, pointing out possibilities, showing trends. The observational notes give an interesting picture of how the children acted when given the task; quotations from their remarks are included. The authors' present opinion concerning each test on the basis of the experimentation is given in the discussion.

A description of the laboratory school and the educational activities of the children is included in the latter part of the book. Since the two younger groups of children only attend an hour and a half, five days a week, we must remember that this is primarily a research laboratory and not a nursery school. The records of the social development of certain children which are given show how group play and intelligent guidance may contribute to the development of well-balanced personalities.



An outstanding feature of the book are the seven appendices giving splendid selected bibliographies on stories, books, songs, phonograph records, games, occupational activities for young children, and a list of supply houses for material and apparatus.

This is a book for those who are doing work with young children. Teachers, welfare workers, parents, psychologists, physicians, should not fail to read it and to have it on hand for reference.—LOIS HAYDEN MEEK, *American Association of University Women*.

### *The Mental Growth of the Pre-school Child*<sup>1</sup>

The subtitle of this book reads *A Psychological Outline of the Normal Development from Birth to the Sixth Year, including a System of Developmental Diagnosis*. We have all felt the need of mental development norms that would do for the child under six what our combined information on school performance and achievement and intelligence test do for him after he enters school. This text provides this needed material; in fact, it is a manual of pre-first grade tests arranged systematically and comparatively.

The book is an outgrowth of the Yale Psycho-Clinic which has devoted much of its time to the pre-school period. The Thom Habit Clinic of Boston, the careful study of reflexes and innate tendencies by Watson and the group at Johns Hopkins, the work of the Merrill-Palmer School at Detroit and similar activities have given a new dignity, greater precision, and the

realization of a much greater and more complex problem to all who work with the little child.

Mothers, nursery school teachers, kindergartners, social workers, nurses and doctors interested in the development and normal activities of children will find the book of interest. As a manual it could readily be used as a laboratory guide for kindergartners and nursery school teachers. In fact the best way to go at the book would be to actually examine about twenty-five children ranging from birth to six years of age. By so doing one would gain immensely in his knowledge of both age differences and individual differences.

Dr. Gesell is one of the leaders in the more exacting study of little children. The psychology of the pre-school child, the teaching and the habits of the child under six are, to-day, equal in dignity and importance to any teaching, and Dr. Gesell and the Yale Psycho-Clinic have done their share.—WILLIAM T. ROOT, *University of Pittsburgh*.

<sup>1</sup> By Arnold Gesell. The Macmillan Company, New York.

### *An Introduction to Teaching*<sup>1</sup>

The past few years have seen the rapid rise to popularity of a course known as "Introduction to Education" or to "Teaching," a general survey or orientation course designed to chart the way for the beginning teacher into the unknown field of modern educational theory and practice. In response to the need thus created there

have appeared a number of text books for students. Such is the general character of an *Introduction to Teaching*, by Ned Harland Dearborn. The book is divided into two parts. Part I, which deals with "guidance factors," is largely suggestive and inspirational. Starting with a cursory summary of the historical development of teaching as a profession, it deals with the problems of length of service, and financial and intangible rewards; compares teaching with

<sup>1</sup> By Ned Harland Dearborn. D. Appleton and Co., New York.

other recognized professions; analyzes the qualifications necessary for success and sketches the several types of school organization and control. It ends, somewhat irrelevantly, with a discussion of observation and participation in the training course.

Part II attempts a "general survey of the field of professional education,"—its purposes, values and ideals, its psychological basis, its present scientific trend, method, content and curriculum. The author presents his material with enthusiasm. He is familiar with modern theory both in its philosophic and scientific aspects. By concrete illustrations drawn from life outside the school, by a gradual introduction to the more technical aspects of his subject, by repetition of material in varying contexts, he has evidently sought to psychologize his presentation.

The impression left, however, is that the book attempts too much. In its effort to give a birds-eye view of the whole field of education, it may be doubted whether it has succeeded in presenting a sufficiently clear and definite view to meet the demands of the situation it is intended to meet. The historical sketch, which ranges from Plato to the modern normal school, is compressed into two short pages. By the student already familiar with the Greek philosophers, monastic education, the Reformation influence and the American Academy, the story may be read between the

lines; but to the novice, the broad generalizations must be expressed in a virtually unknown tongue. In the chapter on "Psychology and Teaching," instinct and habit, emotional behavior, the nature and kinds of thinking, intelligence testing, and individual differences, all receive attention, but in such limited treatment that clarity and definiteness would require supplementation by a whole elementary course in educational psychology. That the author recognizes the need for more intensive study is evidenced by his "Questions and Problems" at the end of each chapter, which are frequently stimulating and suggestive.

As a means of providing the right mental set toward education as a science, some definite statistical data are desirable even in an elementary text; such opportunities are presented, for example, in the treatment of teacher-training, historical development of the several types of school, individual differences, classification of pupils, and many other topics. On the whole, it seems dubious whether it is wise to present any topic for consideration by prospective teachers without the elaboration necessary to clear and definite thinking. The survey course should select some few vital aspects of the teaching problem, and present them with sufficient vividness and detail to provide for clear comprehension, awakened interest and intellectual challenge.—STELLA A. McCARTY, *Goucher College*.

## *Other Books and Educational Topics*

By GERTRUDE MAYNARD

### *Children's Literature*

As august a periodical as *The North American Review* gives space in its March number (1925) to an interesting article on *Children's Literature*. The thesis of the writer seems to be the right of the child to the best and that only, and his allusions to educators, including the kindergarten, are quite damaging. But the article is inter-

esting and instructive from beginning to end. Montrose J. Moses is the author.

He credits the Public Library with the gradual improvement of reading for children. He says:

"I wish our public instruction recognized it, would join the library in a more persistent crusade for the better book, and would

vivify all instruction by using the real book instead of the cut-and-dried textbook. Our children are graduated into life without knowing their mythology, their Bible, their full heritage of poetry—all so eagerly offered in beautiful editions at the libraries; all so eagerly devoured by the child at moments when he feels he is not being instructed, but is being regarded as a human being. The *New England Primer* slapped us into piety, the *Moral Tale* shaped us into prim manners, the *Book of Etiquette* trained us in the code of courtesy. And then came a host of grown-ups who pruned our fairy tales, clipped our imaginations, petted the sensitive child, and told everything in words of one syllable. . . .

"But the good things persisted. . . . We are just beginning to wake up to the fact that the glory which is in children's literature trails through the centuries as crystal clear as any other strain in human creativeness. Our books of folklore are witness to this, so are our ballads, so are our nursery tales. When stories were told round the early campfire the child was there. When the skald sang in ancient castle, the child was there. When the ballad-monger cried his wares along the byways, the child grasped his penny to purchase the chapbook. While history was being made, the popular songs, which, many of them, found their way into *Mother Goose*, were chanted in the nursery. Through the clear, crisp night of Christmas Eve, the fresh voice of the child made live "God rest ye, merry gentlemen." The *Arabian Nights* slipped into the nursery. . . . All things that were virile and imaginative flourished as nursery passports, but all the mental tortures and atrophies remained—in the class-room. . . .

"Then came the democratization of our life, the doling out of education over a wide area, the levelling of mental requirements, the age of machinery and the newspaper and economic law which dragged many children out of the nursery and made of them economic entities. Then came the

emigrant with his imperfect English; then came material progress and the growth of current events. The gold of the nursery was hid for a time."

Speaking of the renaissance of children's literature in the last few years and of the part in it of the library he says,—

"When they first began their crusade there was an appalling indifference among parents as to what their children consumed. When they first began, the art of story telling was dying out. When they first began, the schools did not believe in anything outside the prescribed rut of reading."

"The publishers were on the high road to the publication of the cheap and tawdry; the old-time writer for the young was passing away with Frank Stockton and J. T. Trowbridge, Mrs. Mary Mapes Dodge and Noah Brooks . . . but [now], through the encouragement of the library, publishers are issuing good books, and reissuing, in forms to ravish the eye and whet the imagination, classics of all kinds . . . while illustrators are revelling in the untrammelled freedom of the scene in children's books, and a revitalizing of the classics in color."

There is much more of worth in this long article which space forbids. The writer discusses editing and cutting certain classics,—“an edition of Don Quixote to be had at small cost to the pocket but at large cost to the imagination.” He believes there is as much material for imaginative writing today as in the past, referring in this connection to Carl Sandburg and Hugh Lofting, and he believes that the child's tale of actual literary value has equal appeal to the adult. He protests any “writing down” to children, and deplores too rigid grading of children's stories.

“All I want now is for the school to help and not hinder the progress toward a renaissance which will liven the imagination of the child, and give him more to cling to when practical necessities of life crowd in upon him.”

"So much I know: that there is a particular art to the child's book—an art high and noble and difficult of mastery. I am confident that the American publishers feel this and the artists that illustrate. . . .

"Contemporary criticism can only hope

to designate whether something contemporaneous has the true ring of gold about it. It does not determine what is classic. Only age can designate the agelessness of a book. But I am inclined to believe that it must be a certain age, shall we say below fourteen?"

### *School Administration in Providence*

Providence, R. I., has recently done away with a large and cumbersome committee, chosen wholly on the basis of local politics, and replaced it with a commission of seven, chosen, so far as is humanly possible, on the basis of efficiency and trusted citizenship. The list of candidates submitted at the May Primaries was one of which any city might well be proud, and from that list a group emerged which has taken over the administration of the schools under the provisions of the survey recently made by Dr. Strayer and adopted by the city. For the first time in its history the public school has been the center of interest, much publicity being given the personnel of the new members. At the request of the leading newspapers most of the candidates made a statement of their concept of the duties involved. We quote from Mrs. Anne C. E. Allinson, a member-at-large who had no opposition:

"The public schools must prepare boys and girls in all cases to live law-abiding, self-respecting and useful lives, and in many cases to advance in business and industry, in the professions and in the arts and sciences. A city is as strong as its schools."

"For this reason the pupils, from the elementary to the high schools, must be taught by men and women who are appointed for character and ability and who are encouraged by adequate pay, proper promotion and public appreciation. The public schools are as strong as their teachers."

"Teachers and pupils together need the best working conditions which the city can

afford to give them. School buildings must promote physical well-being, which in turn increases ambition and energy. School equipment must promote adequate and enthusiastic teaching and learning. . . . The direct supervision of the public school system must be in the hands of able and experienced men and women who are left free to carry on their educational work without let or hindrance from political influences."

Also from Mrs. Marion Misch, a noted club woman and prominent citizen:—

"My platform? Service. How should service be rendered?

"First, by study. To my mind the school board should parallel the directors of the bank, while the superintendent occupies the place of the president. . . . Second, by a willingness to devote much time and thought to the work. . . . Third, by a realization that the school board should act in a dual capacity. It must first and foremost have the interest of the child at heart, but it must also act as an agent for the taxpayers. . . . As the spirit of the schools, so the spirit of the child, as the spirit of the child, so the spirit of the nation. Hence the importance of the teacher, and hence the importance of making the teacher's position one of honor and proper recompense."

The escape of a great public school system from party politics and the entrusting of its affairs to a group of efficient and devoted citizens who have already demonstrated their own personal ability is surely an important event in the history of school administration.



## *The Cross Word Puzzle Again*

Does the cross word puzzle tend to enrich language control? This matter, as has been stated on this page in a previous number, is still open to question, with the weight of most educators on the negative side. In the March number of *Primary Education* the editor speaks in no uncertain voice:

"We have possessed dictionaries in one form or another for a great many years, and there is scarcely a literate household where you will fail to find at least a small one. Should we have any better command of language if we read them every day? or even memorized them? Is there really any such thing as a synonym? We venture to think not. Some words have similar meanings, some refer to different aspects of the same thing, but they are not identical in meaning, they have a different source, connoting the divers psychologies of different

peoples, and the whole secret of mastery over language consists in the recognition of these differences and in the art of using them with telling effect. The cross word puzzle says 'Away with all these subtleties. For all practical purposes Tweedledum is the same as Tweedledee.' If we actually do write and speak with this grand disregard for niceties of language, the result will be deplorable. As a matter of fact, the result will probably be negligible. We shall not acquire mastery of English via the cross word puzzle, any more than the art of music from the victrola, or appreciation of the drama from the movies. We know a man who is still hunting for the name of a bird that lives in New Guinea, the first syllable of which is a fur-bearing animal of Alaska. There is no such creature, by the way, so do not look for it. What kind of mastery this man is acquiring I do not know."

## *Thrift*

V. K. Froula, Principal of the Roosevelt School in Seattle, Washington, has some interesting things to say about thrift:

"If thrift meant merely the hoarding up of a few coins it would not be worth the time spent in any effort at its inculcation. Thrift is far more comprehensive. It has to do not only with money, but with every faculty that man possesses. It has for its object the storing up of reserve strength, reserve capacity, which makes possible the capitalizing of opportunities.

"The acceptance of this broader meaning of thrift, however, does not imply that a bank account is to be frowned upon. If the love of gold is the root of all evil, the lack of it is sometimes the cause of severe restrictions. . . . Thrift is the heavy balance wheel of an engine whose momentum carries it beyond the dead level of distributing power equally and overcoming the resistance that would stop the piston. In any

crisis man is able to go on by his reserve power, whether it be physical, moral or intellectual. What we commonly call habit is nothing more than the facility acquired by repetition. Any task becomes easy to him who by repeated practice has become familiar with all of its processes. Once thrift has become an established habit, it will pay large dividends in all the walks of life.

"Nature is a forceful teacher in the art of thrift. She works continually by utilizing reserves. The fires that turn the wheels of industry give forth only as much energy as the sun has stored up in trees and plants. Nature has also taught the squirrel and the bee by instinct what man must learn by habits of thrift. When need arises or opportunity knocks a man has to call on his reserve, and he cannot call out an ounce more than he has stored up. Great men are but common men who, by the habit of thrift,



have accumulated great reserves to draw upon. Chauncey Depew said to a class of young men:

"After choosing your profession, put up this motto over your door—'Stick, dig, save.'"

### *A First Grade Reading Test*

There has not as yet been a good group test in reading for first grade. Practical tests have not reached any further down than second grade. It is obvious that a test for the younger groups would be helpful, and such a test is now offered by Eliza F. Oglesby, A.M., formerly Assistant Supervisor of Reading, Detroit. It is very simple and direct, and, it would seem, would have a real play interest for the children. Speaking of the plan the Manual says:

"Two forces, the increasing belief in the efficacy of the project method and the acceptance of the fact that provision must be made for individual differences, are rapidly modifying classroom procedure.

"It is in the first grade that the initial steps are being taken in mastering that most fundamental of all school achievements, the ability to read. Yet how can a pupil's progress in these first stages of reading be determined scientifically without some measuring instrument? Furthermore, several schools which have adopted the plan of classifying the pupils on the basis of intelligence plus achievement in school subjects have hesitated to begin their classifications below the second grade, because of the scarcity of reading tests for the younger pupils. . . .

"The test consists of a series of forty words and phrases, with pictures to correspond. The pupils read a word or phrase, find the picture to match it, and draw a line from the word to the picture. On the front page of the test there is a practice exercise by means of which the children learn easily

to take the test. The pictures and the marking activity make a strong appeal to little children. They take the test just as if it were a new game and usually ask if they may have the booklet to take home."

The source of the vocabulary for such a test is of course of importance, and would largely determine the practicality of the plan. Speaking of this the Manual says:

"The material for the test has been selected with very great care. Two sources have been utilized, Dr. Thorndike's word book and a study of the vocabularies of ten widely used first readers. The words which occurred approximately fifty times or more in the first reader list were checked with the first five hundred in Dr. Thorndike's list. Those common to both lists were selected. This insures, first, that all the words in the test are words that occur frequently in the children's books, and, second, that no words are included that are not essential to the reading vocabulary of the elementary school pupil."

Full directions accompany the leaflets, which are most attractive. The pictures have been prepared with the utmost care in order that they may not carry an impression to the child which might confuse the issue. The test aims to help in grouping, to measure the effect of new reading methods or materials, to measure growth in word recognition, to stimulate pupils, and to diagnose difficulties of poor readers in the third and fourth grades. (*Detroit Word Recognition Test*. World Book Company, Yonkers-on-Hudson, New York.)

